DOCUMENT RESUME

ED 068 975 CS 200 225

AUTHOR	Gray, Desmond P.; And Others
TITLE	Minority Groups in America, English: 5112.47.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	29p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	American Culture; *Curriculum Guides; *English Programs; *Ethnic Groups; Fine Arts; Literature; *Minority Groups; Music; *Secondary School Students; Social Studies; United States History
IDENTIFIERS	*Quinmester Program

ABSTRACT

This course outline proposes that an examination of the heritage and contributions of ethnic and minority groups will help students better understand American culture. It also suggests that investigations into historical immigrations, geographic settlements, literature, fine arts, and music will reduce prejudice and discrimination. The subject matter of the course includes study of definitions of minority and ethnic groups, minority stereotypes, the historical backgrounds and characteristics of American minority groups, minority group contributions to American culture, characteristics separating minorities from dominant social majorities, contemporary status of minority and ethnic groups, and the progress of and restraints upon minorities today. Numerous suggested teaching strategies to fulfill the course objectives are proposed, and a bibliography of student and teacher resources is included. (Author/DI)

ED 068975

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS
Minority Groups in America
5112.47
5113.85
5114.158
5115.173
5116.180

CS200225

FILMED FROM BEST AVAILABLE COPY

DIVISION OF INSTRUCTION • 1971

MINORITY GROUPS IN AMERICA

5112.47
5113.85
5114.158
5115.173
5116.180

English

Written by Desmond P. Gray
Marilyn Peterson
and
Exum Kranick
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

Course Number

5112.47
5113.85
5114.158
5115.173
5116.180

COURSE TITLE: MINORITY GROUPS IN AMERICA

COURSE DESCRIPTION: Through an examination of the heritage and contributions of ethnic and minority groups, students will better understand the rich balance of American ancestry. Investigations into historical immigrations, geographic settlements, literature, fine arts, and music will counter-balance unjust discrimination

I. PERFORMANCE OBJECTIVES

A. Students will define the terms "minority group" and "ethnic group."

B. Students will examine for analysis the historical backgrounds of minority groups in the United States.

C. Given definitions of "minority stereotypes," students will identify examples of stereotypes.

D. Having identified examples of minority stereotypes, students will differentiate between a person as an individual and as a member of a minority group.

E Students will analyze the contributions of at least three minority groups to American culture.

F. Students will isolate the characteristics which differentiate minorities from the dominant social majorities.

G. Having examined the differences among minorities from the dominant social majorities, students will discover the commonalty of disparate minorities.

H. Generalizing from the data, students will suggest ways of achieving intergroup harmony.

II. COURSE CONTENT

A. Rationale

The concept of America as a "melting pot" of races, nationalities, and religions has long been a cherished hope.

Many institutions, notably the schools, have fostered this idea for generations. Many sociologists now feel that it is desirable that the idea of the "melting pot" be tempered to the extent that it permit co-existing differences, all of which are valued equally. This feeling is also becoming more popular among ordinary people with the stipulation that all people who are Americans might promote their diversities as long as they love and cherish America. To this end, it is imperative for students to understand the backgrounds, contributions, and contemporary problems of American minority and ethnic groups.

B. Range of subject matter

1. Definitions of "minority groups" and "ethnic groups"

a. From students' points of view

b. From authorities on the subject

c. Differentiations

(1) Race
(2) Nationality
(3) Religion
(4) Cultural
(5) Professional
(6) Time
(7) Custom

2. Historical backgrounds of U. S. minority groups

a. The first Americans - the Indians

b. Immigration for religious freedom

c. Immigration for slavery

d. Immigration for political freedom

3. Characteristics of minority groups

a. Racial-biological

b. Historical-ancestral-traditional

c. Social-economic-political

d. Geographic-numerical

4. Minority "stereotypes"

   a. Selective negativism

   b. Generalizations

   c. Representative extremism

   d. Individualism vs. minority group membership

5. Minority group contributions to American culture

   a. Music

   b. Art

   c. Drama

   d. Literature

   e. Sports

   f. Politics

   g. Education

   h. Military

   i. Film

   j. Religion

   k. Journalism

   l. Television

   m. Radio

   n. Industry

   o. Science

6. Characteristics separating minorities from dominant social majorities

   a. Immigration policies

   b. Legal restraints

   c. Political subterfuge

d. Economic snobbery

e. Employment criteria

f. Educational opportunities

g. Community relations

h. Xenophobia and ethnocentrism

7. Contemporary status of minority and ethnic groups

a. Land rights - American Indian

b. Immigration - Cubans

c. Employment - Spanish migrant workers

d. Housing - Black and Puerto Rican

e. Political power shifts - Negro

8. Minorities today: progress and restraints

a. Legislative: national and state

(1) Passed
(2) Under consideration
(3) Proposed

b. Military: promotion, rank, Pentagon appointments

c. Community: housing, busing, local government

d. Neighborhood: attitudes, social reception

III. TEACHING STRATEGIES

A. Objective: Students will define the terms "minority groups" and "ethnic groups."

1. Prepare a bulletin board to illustrate information about selected minority groups. Have students update to keep current with the particular facet about minorities being studied.

2. Make the statement -- Each individual, at one time or another, is a member of one or more minority groups. Have students react to this by considering questions such as:

   a. In what circumstances was I a member of a minority?

   b. What distinguishing characteristics did I and/or my group have?

   c. What were my feelings as part of this minority group?

      (1) Positive feelings
      (2) Negative feelings
      (3) Discuss which kind of feeling dominated

   d. In what ways did my group contribute to me personally? To the group as a unit? To society?

   e. In what ways did my group detract from my well-being (physical, psychological, social, ethical, monetary, etc.)? From the group as a whole? From society?

3. Show students a variety of visual stimuli: newspaper and/or magazine pictures and cartoons projected on an opaque projector; films; slides; filmstrips; book jackets. After students view the visual collage, have them write a single statement expressing their views about minority and ethnic groups. As course material is developed, expand that statement into paragraphs, and, finally, into a full length paper.

4. Display definitions of minority groups in a prominent place. Have students continually refine and enlarge the definition throughout the course.

5. Ask students to read "To the Student," pp. v-vi, <u>All-American Cultural Contributions of Minority Groups</u>. Differentiate between national groups, racial groups, and religious groups. Categorize each, and subsequently have students trace their own family histories as far back as possible.

6. Have students read "Introduction: A Nation of Immigrants," <u>A Nation of Newcomers</u>, pp. 7-13. Relate to students' knowledge of their family backgrounds.

7. Have students read the definition of a minority by John Ballantine Gough, page 1, Minorities in the United States. Debate with the statement that every privilege enjoyed today was achieved through the suffering of a minority.

8. Ask students to dramatize a chance meeting in the afterlife of a group of minority leaders, emphasizing points of view towards social, political, and/or religious environments of each character.

9. Assign students to write a composition on modern society from the point of view of a minority leader.

B. Objective: Students will examine for analysis the historical steps and achievements of various minority groups.

1. Assign students to committees. Have them prepare charts reflecting important historical steps and achievements of various minority groups.

2. Divide the class into study groups, each responsible for a different time period in history. Subdivide groups into committees to report on major activities and developments of key minority groups during that historical period.

3. Have students select areas of study subject to the following divisions: racial and national, religious, and political minorities.

4. Show the film The Invisible Empire: Ku Klux Klan (rented for a nominal fee from the Anti-Defamation League of B'Nai B'Rith). Lead a discussion of reactionary groups stemming from hatred of minorities.

5. Read and discuss Cry, the Beloved Country by Alan Paton. Prepare an oral report contrasting racial situations in the United States with those in South Africa. Ask students to find newspaper articles dealing with the changing attitudes of the South Africa government.

6. Divide the class into small groups and assign each group to a geographic region of the U.S., and make them responsible for tracing the historical migration into that region, along with contributions made, community reactions, and current status.

7. Have students prepare reports on the history of minority groups in the armed forces.

8. Have students research the treatment of Japanese-Americans and German-Americans during World War II. (e.g., Japanese relocation centers.)

9. Have students read A Nation of Newcomers by J. Joseph Huthmacher and prepare debates on the most significant minorities. Cross-debate with four teams, allowing extensive time for a period of all-inclusive rebuttal.

10. In parts of the world U.S. citizens are criticized as being loud, ill-mannered, uncultured and money-mad. Have students discuss their reactions to such treatment if it were directed against them when visiting other countries. Reverse this to see if Americans are similarly prejudiced against citizens of other countries.

11. Have students parallel the immigration into the United States with U.S. emigration to other countries. Using maps of the U.S. and such other countries, show areas of settlement. Examine current trends, including Canadian settlement of draft evaders, asssistance to Cuban sugar harvesters, Vietnamese sympathizers, emigration to Australia.

12. Have students analyze their community on the basis of nationality or race. Include current prejudices, accomplishments, and restrictions.

13. Divide the class into two groups; the first will write newspaper editorials advocating the removal of laws against the naturalization of Asiatics. The second will write editorials supporting such laws. Alternate the presentations of these editorials, followed by open debate.

14. Ask a group of students to function as "legal eagles" to investigate the provisions of the U.S. immigration and naturalization laws. Then prepare a brief to be presented before the Supreme Court advocating changes in these provisions.

15. Ask students to assume that they are American representatives in the United Nations. Respond to charges by a Communist representative on treatment of minorities within the United States.

C. Objective: Given definitions of "minority stereotypes," students will identify examples of stereotypes.

1. Have students read excerpts from the books Under Cover and The Plotters by John Roy Carlson. These books contain detailed accounts of the inside operations of various hate groups. Supplement these books with information about contemporary hate groups operating within the community, county, or state.

2. Have students prepare a list of stereotypes, describing people in various minority groups. Analyze the origins of the impressions constituting these mental pictures. Debate the truth of these stereotypes.

3. Have students narrate for radio a confrontation between the Black Panthers and the Ku Klux Klan. (Students supply the specific details regarding the occasion and intensity of the confrontation.)

4. Ask students to locate magazine and newspaper advertisements for vacation resorts which contain phrases such as "restricted." What are the implications? What might be typical reactions? What is the trend in advertising stereotypes? To what extent does advertising strengthen certain stereotypes? How does advertising — or how might it -- eliminate other stereotypes in order to promote better intergroup relations?

5. Have students read The Races of Mankind by Benedict and Weltfish (Public Affairs Pamphlet No. 85), an excellent brief explanation of racial fallacies. Follow with a close look into Hitler's plan for a Master Race; theorize results had it succeeded.

6. Have students make a study of television commercials for a week. Identify the stereotypes, particularly of specific minority groups. What was the ratio? Is the ratio changing?

7. Have students read Gentleman's Agreement by Laura Hobson. Write a report comparing the anti-Semitic behavior in the novel with that found in local communities.

8. Obtain a copy of the Daily Worker, the Communist newspaper in this country. Ask students to compare treatment of news items with similar items reported in other newspapers. Emphasize interpretation, selective editing, lifting out of context, and semantic manipulation to support stereotyped impressions.

D. Objective: Having identified examples of minority stereotypes, students will differentiate between a person as an individual and as a member of a minority group.

1. Have students read "The Test" by Angelica Gibbs in Playing It Cool. Discuss the concept of black stereotypes as illustrated by the driving inspector. Contrast such stereotypes with Marian's individuality. Interpret her final statement.

2. Have students listen to music by Herb Alpert and the Tiajuana Brass. Question students as to whether this music is considered Mexican or American. Why? Is Herb Alpert considered Mexican or a musician? Select other music that is distinctive to a minority or ethnic group. Have students listen to it and reflect upon its distinctiveness. Then relate music to individuality.

3. Have students establish an Action Group to investigate the problems of Americans of Mexican descent.

4. Have students research the Sacco-Vanzetti case of the 1920's. Students may give a class report of the crime, trials and aftermath. Follow up with reflections of the case in American literature: "Justice Denied in Massachusetts," by Millay; The Male Animal by Nugent and Thurber; Winterset by Anderson; In Cold Blood by Capote.

5. Have students read Patricia Sexton's Spanish Harlem: Anatomy of Poverty. Set up a discussion in which students function as New York City's Commission on Youth. Discuss how crime among youth might be curbed. Is the Puerto Rican crime rate due to hereditary or environmental factors? The "Commission" might prepare a report for the Governor.

6. Show the film An American Girl (Anti-Defamation League) about an American teenager whose friends mistakenly think she is Jewish. Discuss the implications of individuality versus minority stereotyping. Expand the concept to include other minorities within the school and the community.

7. Obtain copies of the "Universal Declaration of Human Rights" from the United Nations Information Bureau. Have students read the material and debate the extent to which the rights listed in this document are actually realized for all peoples within the U.S. Draw up a similar School Declaration of Human Rights, and a Community Declaration of Human Rights.

8. "True tolerance is tolerance for the opinions that hurt," said Supreme Court Justice Oliver Wendell Holmes. Have students debate this statement with specific reference to political minority groups. Point out recent Supreme Court decisions which reflect this opinion.

9. Ask students to select at random five pages in Who's Who in America. Students should then conduct research to determine different national, racial, and religious origins as shown by names and birthplaces. Based on this random investigation, students might draw a series of conclusions about opportunities for members of minority groups to achieve success in America.

E. Objective: Students will analyze the contributions of at least three minority groups to American culture.

1. Ask students to arrange the bulletin board in a large chart fashion, with divisions for cultural areas (music, art, literature, education, politics, sports, etc.) Fill in each area with contributions from various minority groups. Continually update and supplement this chart as the course progresses.

2. Have students plan an introduction of any of the following to an audience. Prepare a one-minute speech of introduction in which the guest is identified and achievements are cited:

   a. Marcus Garvey

   b. Felix Frankfurter

   c. Helena Rubinstein

   d. Andrew Carnegie

   e. Vladimir Horowitz

   f. Gian Carlo Menotti

   g. John L. Sullivan

   h. Sammy Davis, Jr.

   i. Benjamin Banneker

   j. Frank Yerby

k. Frank Lloyd Wright

l. Issac Stern

m. Lily Pons

n. Louis Brandeis

3. The National Association for the Advancement of Colored People (NAACP) presents the Spingarn Award to "the Negro who shall have reached the highest achievement in his field of activity." Ask students to make a list of candidates for this award and select a recipient.

4. Have students report on the kibbutz, the communal settlements of Israel. Explain their purpose and function, and evaluate their success. Then report on the growing number of American kibbutzes, and compare the two.

5. Many states and rivers in this country have Indian names. Ask students to identify as many as possible and try to find what each name means. Determine Indian names of towns within the state of Florida.

6. Prepare a report on the life and works of America's only saint, Mother Cabrini.

7. Have students examine the background of the Volkswagen. Clever advertising has won many awards for "the Bug." Germany has prospered because of this vehicle. Create original ads for various media endorsing this vehicle or any other foreign vehicle. Do people consider such vehicles as "minority objects?" Are people stereotyped by the cars they possess? If so, what stereotyped characteristics are standard for foreign vehicles? Counter the advertising campaigns with a Ralph Nader Attack Group.

8. Ask students to construct a Minority Group Sports Hall of Fame. Enter individuals from as many minority groups in America as possible. A brief resumé of each individual's athletic feats should be included. This can be expanded further by selecting the greatest athletes from each decade. Explain why Satchel Paige was denied membership in Baseball's Hall of Fame for so many years.

9. Have students exmaine a current listing of the Top 50 songs to see how many are sung by individuals or groups of minority ancestry or ethnic group affiliation.

10. Ask students to interpret what President Kennedy meant during his visit to Germany in 1963, when he said, "Ich bin ein Berliner." ("I am a Berliner.")

11. Assign able students to read All Quiet on the Western Front by Erich Maria Remarque. Ask the student to report on the book. Then have students place Remarque in the U.S. Senate today and determine whether he would be a hawk or a dove. Students should support their positions with references from the book.

12. Have students write a short story that is a sequel to West Side Story, having first reviewed the original movie and listened to key selections from the album.

13. Contrast for the student Steinbeck's novels, The Grapes of Wrath and The Pearl. The first seems to concern the quest, while the latter deals with the effects of sudden wealth. In what way did these works draw attention to the unfortunate minorities? Would South Dade County make an ideal setting for a book similar to The Grapes of Wrath? Why?

F. Objective: Students will isolate the characteristics which differentiate minorities from the dominant social majorities.

1. Define "dominant social majority." Have a social studies teacher discuss the American class system, composed of dominant money controlling families. Prepare a list of characteristics of dominant social majorities.

2. Have students react to movies which present a stereotyped view of "The Establishment." Keep a balance chart on which characteristics of both minorities and majorities are listed, together with their sources.

3. Ask students to prepare a Top 50 Chart of anti-establishment songs. Discuss the impact of social protest through the music medium. Give equal time to music which -- directly or subtly -- stereotypes minority groups.

4. Discuss with students the following quotations and seek to reach a better understanding of the majority and minority gap in America:

> "The real democratic American idea is, not that every man shall be on a level with every other, but that every one shall have liberty, without hindrance, to be what God made him."
>
> Henry Ward Beecher

> "You can't pass a law making a man love me. But you can restrain him from lynching me."
>
> Martin Luther King

> "No society in which eccentricity is a matter of reproach can be in a wholesome state."
>
> John Stuart Mill

> "I do not agree with a word you say, but I will defend to the death your right to say it."
>
> Voltaire

> "Government exists to protect the rights of minorities. The loved and the rich need no protection -- they have many friends and few enemies."
>
> Wendell Phillips

5. The gap between majorities and minorities is painfully obvious within the U.S. court system. Have the class "legal eagles" present a brief to the class pointing out current injustices to minority group members; also, list pending legislation to remedy some of these injustices. Write letters to area representatives in support of such legislation.

6. Have students prepare a three-minute talk or multimedia presentation for presentation to a dominant status audience. Try to persuade the listeners of the costliness of discrimination.

G. Objective: Having examined the differences among minorities from the dominant social majorities, students will discover the commonalty of disparate minorities.

1. Have students report on current projects of UNESCO to aid minority groups throughout the world. If possible, have a Peace Corps worker visit the class to talk about similar projects. Conclude with a look at VISTA and its operation within the country.

2. Lead a discussion on the concept that behavior differences between cultures are really only superficial and that each culture creates a system to resolve the problem of life and death. Possible sources to support this concept include Mainsprings of Civilization by Huntington, On Becoming a Person by Rogers, Patterns of Culture by Benedict, and Perceiving, Behaving, Becoming by Combs.

3. Conduct a Platonic Philosophy lesson, dwelling on the following considerations:

   a. You can't change human nature.

   b. Man is basically (good, evil...)

   c. Past behavior dictates future.

   d. Man is a predetermined organism.

   e. Man is economically determined. (Marx)

   f. Man is ruled by sexual drives. (Freud)

   g. Unlimited by generic or environmental factors, man alone is responsible for the self he creates. (Sartre)

   h. Man must flee from environmental surroundings which hinder self-discovery. (Baldwin)

4. Show films such as Where Is Prejudice and Brotherhood of Man (Dade County A.V.) illustrating determination of values within a race. Prepare a slidetape presentation updating this concept in relative terms.

5. Show the filmstrip Interrelationships for Survival. Have students determine how to distinguish between man's responsibility to himself and to society. Have students read Donne's "No Man Is an Island."

6. Thoreau asserted "that government is best which governs least." Have students write poems or short stories in which they list some of the obligations of society to its citizens.

7. Have students conduct an in-class reading of the play "Thunder on Sycamore Street." Have students react to the play in a way that the teacher deems desirable.

8. Examine a copy of The World in Vogue, a pictorial and editorial review of people and events from 1893 to 1963. Covering the last five years (or any selected period of time since 1963), produce a contemporary supplement to this work entitled The Minorities in Vogue.

H. Objective: Generalizing from the data, students will suggest ways of achieving intergroup harmony.

1. Have different students assume the roles of a social action proponent intent upon reducing prejudice and discrimination. Have each student outline a speech before a labor union, a Rotary Club, and a Unitarian congregation. (Additional groups may be selected.) Note the differences in approach used before different groups.

2. Have students read the last chapter of MacIver's The Web of Government, dealing with his theory of the "multi-group" society. Compare and contrast these concepts with those of Talcott Parsons in Chapter 3 of his book, The Social Systems. Concentrate on Parsons' "particularistic and universalistic values."

3. In 1963 at the March on Washington, Martin Luther King delivered his famous "I Have A Dream..." speech. Play excerpts from the recording of this speech and relate it to a minority group study completed in class. Deliver an oration upon an important occasion advocating cherished hopes and dreams for the brotherhood of man.

4. George C. Homans, a contemporary sociologist, proposes that..."the more frequently persons interact with one another, the stronger their sentiments of friendship for one another are apt to be." His proposition is considered basic to the disappearance of group barriers and the reduction of intergroup diffidence, resulting in a structured situation in which dominants and minorities can interact as equals. His proposition was presented in his book The Human Group in 1950. How has history since treated this idea? Cheat on history by making a series of propositions supposedly to have been presented in 1950 that have since been proven true.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Barrows, Marjorie Wescott, et. al., eds. The American Experience: Fiction. New York: The Macmillan Company, 1968.

_____. The American Experience: Drama. New York: The Macmillan Company, 1968.

_____. The American Experience: Poetry. New York: The Macmillan Company, 1968.

Blair, Farmer, Hornberger and Wasson. The United States in Literature. Scott, Foresman and Company, 1952.

Carlsen, Ludwig, Schuster, Tovatt and Alm. American Literature: Themes and Writers Series. St. Louis: McGraw-Hill Book Company, 1967.

_____. Focus: Themes in Literature. St. Louis: McGraw-Hill Book Company, 1967.

_____. Perception: Themes in Literature. St. Louis: McGraw-Hill Book Company, 1967.

_____. Insights: Themes in Literature. St. Louis: McGraw-Hill Book Company, 1967.

_____. Encounters: Themes in Literature. St. Louis: McGraw-Hill Book Company, 1967.

Cottrell, Bechman, ed. Insight: The Experience of Literature. New York: Noble and Noble, 1968.

Early, Freier, Ellison, et. al. Adventures in American Literature. New York: Harcourt, Brace and World, 1968.

Maline, Julian L. and Berkley, James, eds. Singer-Random House Literature Series. New York: The L. W. Singer Co., 1967.

_____. Patterns of Literature: The Novel and Nonfiction. New York: The L. W. Singer Company, 1967.

Maline, Julian L. and James Berkley, eds. The The Literature of America: Modern Drama, Poetry and Essays. New York: The L. W. Singer Company, 1967.

_____. Patterns of Literature: Dramatic Literature. New York: The L. W. Singer Company, 1967.

_____. Patterns of Literature: Narrative and Lyric Poetry. New York: The L. W. Singer Company, 1967.

Pooley, Grommon, Lowers, Katterjohn and Miles. America Reads Series. Scott, Foresman and Company, 1951.

_____. Counterpoint in Literature. Scott, Foresman and Company, 1951.

_____. Outlooks through Literature. Scott, Foresman and Company, 1951.

_____. United States in Literature. Scott, Foresman and Company, 1951.

B. Non-state-adopted supplementary materials

1. Textbooks

Armstrong, Gregory, ed. Protest: Man against Society. New York: Bantam Books, 1969.

Bowen, James K. Confrontations. Glenview, Illinois: Scott, Foresman and Company, 1969.

Fabrizo, Karas and Mermuir. The Rhetoric of No. New York: Holt, Rinehart and Winston, Inc., 1970.

Glatthorn, Hootman and Main, eds. Ideas and Patterns in Literature II. New York: Harcourt, Brace and World, Inc., 1970.

Haupt, Hannah Beate , ed. Man in the Fictional Mode, Vol. 4. Evanston, Illinois: McDougal, Littell and Company, 1970.

_____. Man in the Fictional Mode, Vol. 5. Evanston, Illinois: McDougal, Littell and Company, 1970.

Heston, Lilla , ed. Man in the Dramatic Mode. Evanston, Illinois: McDougal, Littell and Company, 1970.

Leavitt, Hart, Day and Sohn. Stop, Look and Write. New York: Bantam-Pathfinder Editions, 1964.

Littell, Joseph Fletcher, ed. Man in the Expository Mode. Evanston, Illinois: McDougal, Littell and Company, 1970.

Murray, Alma and Thomas, Roberts, eds. The Black Hero. New York: Scholastic Book Services, 1970.

Roloff, Joan G. Encounter. Beverly Hills, California: Glencoe Press, 1970.

Smiley, Freedman and Paterno, eds. People in Poetry. New York: The Macmillan Company, 1969.

_____. Rebels and Regulars. New York: The Macmillan Company, 1969.

_____. Ways of Justice. New York: The Macmillan Company, 1969.

Vander Zanden, James W. American Minority Relations. 2nd Edition. The Ronald Press Company, 1966.

2. Reference Materials

Adoff, Arnold, ed. I Am the Darker Brother. New York: Macmillan Company, 1968.

Axline, Virginia M. Dibs: In Search of Self. New York: Ballantine Books, 1964.

Baldwin, James. The Fire Next Time. New York: Dell Publishing Company, 1967.

Barrett, W. E. The Lilies of the Field. New York: Doubleday and Company, 1962.

Benedict, Ruth. Patterns of Culture. Boston and New York: Houghton Mifflin Company, 1934.

Braithwaite, E. R. To Sir with Love. New York: Little and Ives, 1946.

Carson, Rachel. The Silent Spring. Greenwich: Crest Books, 1964.

Clark, Kenneth. Civilisation. New York: Harper and Row, 1970.

Cleaver, Eldridge. Soul on Ice. New York: McGraw-Hill, 1968.

Curtis, Donald. Human Problems and How to Solve Them. New Jersey: Prentice-Hall, Inc., 1962.

Ellison, Ralph. Invisible Man. New York: New American Library, 1952.

Frank, Anne. Anne Frank: Diary of a Young Girl. New York: Modern Library, n.d.

Fromm, Erich. The Art of Loving. New York: Bantam Books, 1956.

Gershe, Leonard. Butterflies Are Free. New York: Random House, 1970.

Gibran, Kahlil. The Prophet. New York: Knoph, 1952.

Hawkins, Hugh, ed. Booker T. Washington and His Critics: The Problem of Negro Leadership. Massachusetts: D. C. Heath and Company, 1962.

Head, Ann. Mr. and Mrs. Bo-Jo Jones. New York: Putnam, 1967.

Hemingway, Ernest. A Farewell to Arms. New York: Scribner's Sons, 1957.

Herlihy, J. L. Midnight Cowboy. New York: Simon and Schuster, 1965.

Hoffman, Abbie. Steal That Book. New York: Grove Press, 1971.

Howarth, David. [illegible]

Hunter, [illegible]

Huxley, Aldous. [illegible]

Knowles, [illegible]

Laurents, [illegible]

Lee, Harper. To Kill a Mockingbird. Philadelphia: Lippincott, 1960.

Mack, Raymond W., ed. Prejudice and Race Relations. New York: H. W. Wilson Company.

Mead, Margaret. Coming of Age in Samoa. New York: Modern Library, 1953.

Menninger, Karl A. Love against Hate. New York: Harbrace, 1959.

Orwell, George. 1984. New York: Simon and Schuster, 1967.

Potok, Chaim. The Chosen. New York: Simon and Schuster, 1967.

Redding, J. Saunders. On Being Negro in America. New York: Bobbs-Merrill Co., Inc.

Steinbeck, John. The Grapes of Wrath. New York: Bantam Books, 1939.

_____. Of Mice and Men. New York: Modern Library, 1937.

Symonds, John Addington, ed. Autobiography of Benvenuto Cellini. Garden City, New York: Doubleday and Company, 1962.

Teague, Bob. Letters to a Black Boy. New York: Weatherhill Walker and Company, 1961.

Tillich, Paul. Love, Power and Justice. London: Oxford University Press, 1960.

3. Magazines

"Fellowships for Ethnic Studies: New Program of Ford Foundation," School and Society, 99:208, April, 1971.

Freiberg, P. "Situation Ethics; New Ethnic Community Organizations," Commonwealth, 94:81-83, April 2, 1971.

Goodman, W. "Questions of Repression," Commentary, 50:23-28, August, 1970.

Kane, N. B. "Minorities: What Textbooks Don't Say; Excerpts from 'Minorities in Textbooks,'" Current, 129:13-16, May, 1971.

Maddocks, M. "Age of Toughness," Time, 97:21, May 10, 1971.

"75 Million Americans: A Profile," U.S. News, 71: 32, August 9, 1971.

"Minorities in Social Studies Textbooks," Negro History Bulletin, 33:166-7, November, 1970.

"Minority Publishing Fund Proposed at Conference," Library Journal, 96:2030, June 15, 1971.

"Minorities Still Underrepresented," Saturday Review, 54:52-3, June 19, 1971.

"New Minority; the Churches' Concern," America, 123: 253, October 10, 1970.

Rafferty, M. "What's Going to Happen to Us Individuals?" Vital Speeches, 36:752-5,

V. TEACHER RESOURCES

A. Professional books

Armstrong, Gregory, ed. Protest: Man against Society. New York: Bantam Books, 1969.

Barrett, William. Irrational Man. Garden City, New York: Doubleday and Company, Inc., 1962.

Benedict, Ruth. Patterns of Culture. New York: Mentor Books, 1960.

Blau, Joseph L., ed. Cornerstones of Religious Freedom in America: Selected Basic Documents, Court Decisions and Public Statements. New York: Harper and Row, 1964.

Bowers, David, ed. Foreign Influences in American Life. Princeton: Princeton University Press, 1944.

Bugental, James F. The Search for Authenticity. New York: Holt, Rinehart and Winston, 1965.

Countryman, Vernon, ed. Discrimination and the Law. Chicago: University of Chicago Press, 1965.

Combs, Arthur W. Perceiving, Behaving, Becoming. Washington, D.C.: National Education Association, 1962.

Dean, John P. and Rosen, Alex. A Manual of Intergroup Relations. Chicago: University of Chicago Press, 1963.

Finkelstein, Milton; Sanifer, Jawn A; and Wright, Elfreda S. Minorities: U.S.A. New York: Globe Book Company, Inc., 1971.

Fromm, Erich. Escape from Freedom. New York: Holt, Rinehart and Winston, 1964.

Gordon, Milton M. Assimilation in American Life. New York: Oxford University Press, 1964.

Greeley, Andrew M. Why Can't They Be Like Us. New York: E. P. Dutton Company, 197[illegible].

[illegible]

Irwin, Leonard B. Minorities in the United States. New York: Oxford Book Company, 1962.

Javits, Jacob B. Discrimination U.S.A. New York: Washington Square Press, Inc., 1962.

Joki, Virginia. All-American Cultural Contributions of Minority Groups. Portland, Maine: J. Weston Walch, 1970.

Kennedy, John F. A Nation of Immigrants. New York: Harper and Row, 1964.

Marden, Charles F. and Meyer, Gladys. Minorities in American Society, 3rd Edition, New York: Van Nostrand Reinhold Company, 1968.

"Multi-Ethnic Media: Selected Bibliographies," Prepared by AASL's Committee on Treatment of Minorities in Library Books and Other Instructional Materials, School Libraries, Winter and Summer, 1970.

Pritchard, Nancy S. A Selected Bibliography of American Ethnic Writing. Champaign: National Council of Teachers of English, 1969.

Playing It Cool. New York: Noble and Noble Publishers, Inc., 1969.

Pritchard, Nancy S. Supplement to a Selected Bibliography of American Ethnic Writing. Champaign: National Council of Teachers of English, 1969.

Red, White, Black, Brown, and Yellow: Minorities in America, No. 3. New York: The Combined Book Exhibit, Inc., 1970.

Ruitenbeek, Hendrik. The New Group Therapies. New York: Avon Books, 1970.

Stahmer, Harold, ed. Religion and Contemporary Society. New York: The Macmillan Company, 1963.

B. Films available at county level

Black History: Lost, Stolen or Strayed, Part 1. 27' Color. 1-31624

Black History: Lost, Stolen or Strayed, Part 2. 27' Color. 1-31629

The Black Soldier. 26' B&W. 1-31634

Black World, Part 1. 27' Color. 1-31639

Black World, Part 2. 26' Color. 1-31644

Bushmen of the Kalahari. 12' Color. 1-13541

Civil Rights Movement: Historical Roots. 16' B&W. 1-13504

The Heritage of Slavery, Part 1. 27' Color. 1-31659

The Heritage of Slavery, Part 2. 26' Color. 1-31664

I Have a Dream: The Life of Martin Luther King. 35' B&W. 1-31704

Kenya: The Multi-Racial Experiment. 19' Color. 1-13543

The Negro American. 15' Color. 1-13233

Negro Heroes from American History. 11' Color. 1-05666

Our Immigrant Heritage. 32' Color. 1-31757

Puerto Rico: Showcase of America. 18' Color. 1-13546

The Rise of Nationalism in Southeast Asia. 16' B&W. 1-13323

Jackie Robinson. 26' B&W. 1-31555

Werner Von Braun. 26' B&W. 1-31547

Where is Prejudice, Part 1. 30' B&W. 1-31614

Where is Prejudice, Part 2. 30' B&W. 1-31619

C. Films (added since 1969 supplement) available at county level

Aesop's Fables	1-31832
Afghanistan: Emerging from Isolation	1-13703
America and the Americans, Part 1	1-31792
America and the Americans, Part 2	1-31793
America's Crises: The Community, Part 1	1-31888
America's Crises: The Individual, Part 2	1-31785
Black and White: Uptight	1-05783
Born in Freedom	1-31990
Carnaval En Mexico	1-13772
Genetics: Human Heredity	1-13806
Getting Angry	1-05747
House of Man: Our Crowded Environment	1-05872
Martin Luther King, Jr.: From Montgomery to Memphis	1-31873
Language and Nationalism	1-31855
The Negro and the South	1-31894
People are Different and Alike	1-05771
Slavery and Slave Resistance	1-31877
What "Liberty and Justice" Means	1-01215

D. Films (available from sources noted)

Indiana University
Field Services, Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

Cultural Patterns of Marital Sanctions. 30' B&W.

Guidance Associates
Pleasantville, New York 10570

Civil Disobedience. 2 filmstrips, 2 records. C 403 707.

The Literature of Protest. 3 filmstrips, 3 records. C 517 019.

Anti-Defamation League
805 Peachtree Street, N. E.
Atlanta, Georgia 30308

An American Girl.

Contemporary Films/McGraw-Hill
Princeton Road
Hightstown, New Jersey 08520

Alaska: America's Northern Frontier. 18' B&W.

Kon-Tiki. 75' B&W.

So That Men Are Free. 27' B&W.

Twyman Films
329 Salem Avenue
Dayton, Ohio 45401

Raisin in the Sun. 128' B&W.

E. Tape Recordings

American Negro Songs from Slavery Times. 30'.3-20317

The Bill of Rights. 20'. 3-00148

George Washington Carver. 15'. 3-00124

Dr. Arthur Combs. 60'. 3-20279

F. Records

The Universal Declaration of Human Rights. 4-40362

McKuen, Rod. Each of Us Alone. Warner Brothers. 1-12 in. 33-1/3 rpm.

Marre, Albert and Wasserman, Dcn. Man of La Mancha. Kapp. 1-12 in. 33-1/3 rpm.